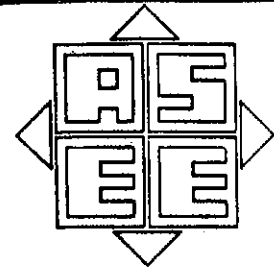


ASEE



Civil Engineering Division

November 1994 Newsletter

Editor: Alan L. Prasuhn

MESSAGE FROM THE CHAIRMAN

If you missed the annual ASEE meeting held last June in Edmonton, Canada, you missed an excellent meeting. Edmonton is a beautiful city, the meeting facilities were great and the Civil Engineering Division had a productive set of meetings. As the Program Chair for the Edmonton meeting, I would like to thank the four session chairs for their work in preparing the four paper sessions:

Tony Collins	Clarkson University	Outcome Assessment of Graduating Seniors
Walt LeFevre	University of Arkansas	Professional Practice - Bridge Between Canada and the U.S.
Jim Nau	North Carolina State	Integration of Design in CE Curriculum
Tom Lenox	US Military Academy	Practical Use of the PC in the Classroom

Next year's meeting is at the convention center in Anaheim, California, which is next to Disneyland. It would be a great place to spend the latter part of June with your family. Start making plans now.

The tentative sessions planned for the Anaheim meeting are:

- "Facilitating Cross Disciplinary Cooperation" (with the Construction Division)
- "Continued Professional Competency"
- "Integration of Design & Construction" (with the Construction Division)
- "Structural Analysis in CE Curriculums"

Being the Program Chair this past year made me realize how efficiently our Division operates. The planning session, which is held during the Tuesday lunch, is the secret to our successful meetings. At the end of each annual meeting, the Program Chairs for the next annual meeting meet with ASEE personnel. It is surprising that many of the Program Chairs have no idea of what to do, how many sessions they want, or possible topics for a session. They are forced to do all of this after the annual meeting. I would like to thank the individual or individuals of the Civil Engineering Division who had the foresight in the past to set up our planning luncheon. This makes the job of the Program Chair a possible task. The Program Chair for the Anaheim meeting is Bill Kelly from the University of Nebraska.

Tom Mulinazzi  
University of Kansas

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\*Same individual in two offices.

## 1994 ANNUAL MEETING: Partnerships - Opportunities for Engineering Education

### Session 1615 - Outcome Assessment of Graduating Seniors

This must be a very "hot" topic in Civil Engineering. The room was overflowing to hear the three speakers. Rebecca Tolbert and Noel Tolbert, from the Tennessee Technological University, presented their paper on "Outcomes Assessment-the Tennessee Model". In 1978, the state of Tennessee began Performance Funding, an educational program of assessment for evaluation and improvement of instruction. The Fundamentals of Engineering Examination is taken to measure the outcome for all engineering students. The authors stressed that the recent trend toward developing outcome assessments on college campuses will likely sharpen the focus on accountability and may generate significant changes in our educational system.

David Hubly, University of Colorado at Denver, then spoke on "Outcome Assessment-the Colorado Experience". The outcome assessment method applied by the CU-Denver College of Engineering consists of:

1. Fundamentals of Engineering (FE) Exam;
2. Surveys of Graduates after Several Years of Practice; and
3. Interviews of Graduating Engineering Students by Practicing Professional Engineers.

The students are required to take and make an honest effort to pass the FE exam. An honest effort is defined as a score of 30% or higher.

The graduate surveys are conducted every four years. The first survey was sent out in 1991 to graduates with two years of experience.

About ten graduating seniors will be randomly selected for interviews with practicing engineers. This element was still in the planning stage during the Edmonton meeting.

When the Colorado Legislature first mandated the use of outcome assessment, some faculty responded, "You want WHAT?", and the legislators replied, "You bet we do, Pilgrim!" David concluded his paper by saying, "Now that the dust and controversy have subsided, many facul-

ty have decided this is a good idea. The data we are collecting from our outcome assessment program are useful in evaluating our programs and requiring the students to take the FE exam is a favor many will appreciate in the future".

The third speaker was Walt LeFevre from the University of Arkansas. Walt spoke about the upcoming changes in the FE examination. In the near future, the FE exam will be changed so that the afternoon session will be discipline specific and problem oriented, much like the current PE exam. The number of problems in the morning session will be reduced from 140 questions to 100 questions.

*Submitted by Tom Mulinazzi*

### Session 2515 - Bridge Between Canada and U.S.

Two presenters from Canada (John McDougall, P.Eng. and Alex Meisen, P.Eng.) from the Canadian NAFTA negotiating team and Walter LeFevre, P.E. from the United States Council for International Engineering Practice (USCIEP) and Tom Mulinazzi, P.E., Associate Dean, Kansas University, discussed the laws and regulations pertaining to accreditation and the right to practice engineering in the two countries. Dean Meisen, University of British Columbia, discussed the accreditation system used in Canada and Dr. Mulinazzi gave the US ABET perspective. McDougall and LeFevre reported on the state of NAFTA negotiations. A large crowd attended with many questions on the two countries' systems for accreditation and registration.

*Submitted by Walt LeFavre*

### Session 3215 - Integration of Design in CE Curriculum

The session on Integration of Design in the Civil Engineering Curriculum was held on Wednesday morning, June 29, 1994 and was chaired by Jim Nau from North Carolina State University. Six papers which focused on the integration of structural engineering design into pertinent courses within the civil engineering curriculum were accepted for publication, and five of the six

papers were presented in the session. The papers appear in Volume Two of the Proceedings, pages 2248 through 2272.

The audience of about 35 (standing room only) enjoyed the five presentations. Shuaib Ahmad from North Carolina State University presented his work on the restructuring of the traditional design courses in reinforced concrete and structural steel. Doug Carroll from the University of Missouri at Rolla described several of the design projects he has successfully carried out with the students enrolled in his basic solid mechanics course. The challenges associated with the integration of engineering design in a curriculum constrained by a large block of mandatory courses at the United States Military Academy was the topic of the presentation delivered by Steve Ressler and Tom Lenox. These authors indicated how the Civil Engineering program at the USMA integrates design into nearly all courses at all levels to meet the requirements of ABET. Jim Nau from North Carolina State University described a competitive multilevel design project in which groups of sophomores and juniors designed, fabricated, and erected pedestrian bridges spanning 20 feet. Finally, Andy Scanlon from Penn State described his experience in modifying a course in reinforced concrete to introduce active learning strategies.

Each presentation prompted a variety of comments and questions from members of the audience. Because of this positive interaction with the audience, the session was rewarding for all in attendance and a pleasure to conduct. Thanks again to all of my authors and those in attendance for a most successful session!

*Submitted by Jim Nau*

#### **Session 3515 - Practical Use of the Personal Computer in the Undergraduate Engineering Classroom**

The three presentations in Alberta focused on innovative and practical uses of the personal computer that have already been applied in the civil engineering classroom. The quality of the three papers reflected the relatively rigorous "peer review" process utilized by the Division's Committee on Computer Applications. Five draft papers were solicited for peer review from the

approximately ten abstracts that were received by the committee. Of these five papers, only three were accepted for final publication and presentation. It is hoped that this "peer review" process will help to enhance the credibility of ASEE presentations and publications. Feedback from session attendees was very positive -- affirming the quality and usefulness of the presentations.

Bob Montgomery of Purdue University enthusiastically described his use of spreadsheet software for the analysis of traffic signal system count data. Bob showed how his transportation engineering students learned how to use a spreadsheet for data analysis, smoothing and charting. Steve Ressler discussed how the "West Point Steel Truss Competition" was instituted to improve the quality of the students' design experience in an introductory steel design course taught to senior civil engineering students. Steve's computer-based design competition is made possible by a specially developed software package called CME-Truss (available from him upon request). Finally, Tom Lenox described his experiences in incorporating a symbolic manipulation program into an advanced structural analysis course at the United States Military Academy. Tom showed how a relatively complicated structural mechanics problem can be solved easily with this type of program. All of the papers that were presented at Alberta are included in the Conference Proceedings.

The Committee on Computer Applications will be sponsoring a session at next year's conference in Anaheim on the subject of "What Should We Be Teaching Civil Engineering Undergraduates About Structural Analysis?". The session will address how we balance the teaching of fundamentals, the use of hand calculations, the understanding of commercial software packages, the ability to use numerical methods, and the art of computer modeling in an undergraduate structure's program. Authors interested in presenting papers on this topic should contact Tom Lenox as soon as possible (see attached Executive Board listing).

*Submitted by Tom Lenox*

## EDITOR'S COLUMN

I am taking over from Paul Hartman as the Newsletter Editor. Thanks, Paul for a job well done during the past two years. Following in Paul's footsteps, and following his example, I feel at liberty to emphasize subjects of particular interest to me. So - no more about ferroequinology and the FEC - but history of civil engineering will remain an important topic.

As Chair of the ASCE Committee on the History and Heritage of American Civil Engineering I submitted a position paper to ASCE for the 1995 Education Conference on the need for more emphasis on civil engineering history and heritage within civil engineering education. This paper follows, and I would be very appreciative of any and all comments you have on the subject. It should be self-explanatory and I will not elaborate on it other than to note that the paper on one of the History Modules, "On the Shoulders of Giants" by Frank Griggs was published in the July, 1994 issue of the ASCE *Journal of Professional Issues in Engineering Education and Practice*. I would encourage your review and comments on that paper as well.

Bill Kelly took a proposal to the Department Heads Council with respect to the History Modules. The recommendations included in Kelly's report (later in the Newsletter) represent DHC endorsement and their interest and willingness to help begin discussion on this subject.

Next June, please plan to attend both the Annual ASEE Conference in Anaheim, California and the ASCE Education Conference in Denver, Colorado. Help chart the direction engineering education will be heading in the next century. Mark your calendars for the following dates:

Civil Engineering Education Conference -  
June 8-11, 1995  
ASEE Annual Conference -  
June 25-28, 1995

I would certainly like to thank all the contributors to this issue. Getting all this information without too much of a struggle has made my job easier. But, I will continue to need your help. All Civil Engineering Division members are encouraged to submit news items, announcements,

or even short articles for the Newsletter. Please send all submittals to me at the following address:

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### POSITION PAPER

WHERE DO CIVIL ENGINEERING STUDENTS LEARN ABOUT THE HISTORY AND HERITAGE OF THEIR CHOSEN PROFESSION?

### NEED

The question might first be asked, is it important that a student be exposed to some of the history and heritage of the profession? The ASCE Committee on History and Heritage of American Civil Engineering (CHHACE) has taken the position for over 25 years that an understanding of the history and heritage of one's chosen profession is a significant element in becoming a professional in the same way that an appreciation of ethics is required. Moreover, a better grasp of technical concepts results when a theoretical presentation is at least flavored with a portion of the historic development.

In a 1992 conference co-sponsored by the Program in Values, Technology, Science, and Society and the School of Engineering at Stanford University titled *The History of Engineering for Engineering Students: A Challenge for Engineering Education*, the following conclusion was reached:

"Course work in the history of engineering is not only desirable but necessary to redress weaknesses in the present engineering curriculum and to produce engineers who are adept in coping with the realities of contemporary engineering practice."

## PROBLEM

In reality, more and more material has been added to the curriculum over the past 25 years and today's graduate may have a poorer understanding of civil engineering history than previous generations. In addition, today's civil engineering professor has more responsibilities and pressures outside of the classroom and has neither the time nor, equally likely, the personal understanding, to readily introduce historical topics.

## POSSIBLE SOLUTION

Concerned about these deficiencies and the difficulties associated with their correction, CHHACE is developing a series of History Modules. The modules will provide 20 to 30 minutes worth of material on a particular subject. The instructor will be able to select a module and present it in the classroom, or otherwise make it available to the class.

At present three modules have been developed by Frank Griggs on the following subjects:

1. The Truss Problem. A history of the development of the truss from Leonardo da Vinci through Squire Wipple and Herman Haupt.
2. The Flexure Formula:  $f = Mc/I$ . History of the expression starting with Galileo Galilei.
3. The Manning Equation. Provides a perspective not only on the work of Chezy and Manning, but on numerous other contributors as well.

The first of these is in preparation for publication in the *ASCE Journal of Professional Issues in Engineering Education and Practice*. Classroom testing has begun and will continue throughout 1993/94. Ultimately, it is intended that color slides and other classroom aids will be available.

## SESSION AT EDUCATION CONFERENCE

The time is ripe to redress this lack of historic perspective. It is suggested that a session or workshop be devoted to the topic. This should include a general discussion of the problem as well as a specific plan to implement the modules. CHHACE members will be available and

willing to lead a discussion on this topic. I would be pleased to discuss a session format consistent with the Conference plan and goals.

*Submitted by Alan Prasuhn, Chair, ASCE Committee on the History and Heritage of American Civil Engineering as a position paper for the 1995 Civil Engineering Education Conference. Comments are encouraged and should be sent to the author as well as to Charles Day at ASCE.*

## REPORT FROM WILLIAM KELLY

Civil Engineering Division Vice-Chairman

[Ed. note: In addition to serving as the division Vice-Chair (and Program Chair), Bill serves on EDAC (as ASEE representative) and the Department Heads Council (both for ASCE). The following is a smorgasbord provided by Bill.]

### Call for Papers

The Civil Engineering Division is no longer publishing its journal *Civil Engineering Education*. However, the *ASCE Journal of Professional Issues in Engineering Education and Practice* invites papers on all aspects of Civil Engineering Education. They are looking for policy and position papers on: accreditation, registration, professionalism, ethics, tenure, curriculum, professional development, faculty unions, and universities. Contact ASCE for a copy of *ASCE Authors' Guide to Journals, Books, and Reference Publications*. For questions on subject material for papers contact Dr. Peter G. Hoadley, Dept. of Civil & Environmental Engineering, Vanderbilt University, Nashville, TN 373235.

### Ethics in Research and Graduate Education and Research

An article which appeared in the November-December 1993 issue of the *American Scientist* raised some questions about ethics in research and graduate education. It was particularly troublesome for civil engineers since they were singled out! The validity of the study on which the paper is based has been questioned but the results probably should not be ignored.

One action that has been suggested by the ASCE Department Heads Council is to encourage the

inclusion of ethics in civil engineering graduate programs. This could be accomplished through seminars and materials supplied to advisors to heighten their sensitivity to these issues.

### **Sustainable Development**

Sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are all in harmony and enhance both current and future potential to meet human needs and other aspirations.

The requirement for Sustainable Development may be the primary constraint in the design and construction of engineering projects in the next century. Sustainable Development is development that does not jeopardize future generations' ability to meet their own needs. This concept applies to all engineering disciplines.

It is vitally important for the engineers of tomorrow to be exposed to the concept of Sustainable Development today. Engineering education has the responsibility for adequately preparing new engineers and training practitioners to deal with existing environmental problems, and more importantly, to develop and implement new sustainable technologies and processes. If the existing technology of the developed world is permitted to exploit the resources of the remainder of this planet, for the short term gain of those alive now, then there will be no future for our unborn generations.

Including Sustainable Development as a realistic constraint to be dealt with in engineering design via the General Criteria of the EAC/ABET would be one way of raising the awareness level of students and faculty. The concept of Sustainable Development is easy to visualize when thinking in terms of manufacturing a product; from the raw material used to make the product, through the life cycle of the product, to the recycling of the worn-out components of the product.

Life cycle engineering in the practice of Civil Engineering may be more difficult to envision, but because the development of the third world countries will be driven by civil engineers, we

must take the lead in implementing Sustainable Development through our Society and in our academic programs. ASCE recognized the importance of Sustainable Development and environmental awareness by virtue of the proposed "Eighth Fundamental Canon for the ASCE Code of Ethics" as early as 1976. The wording of this proposed canon has changed several times in the intervening years, and the current wording is as follows: "8. Engineers shall perform services in such a manner as to sustain the world's resources and protect the natural and cultural environment."

*Submitted by Bill Kelly and Richard Anderson as a Position Paper for the 1995 Civil Engineering Education Conference. Comments are encouraged and should be sent to the authors as well as to Charles Day at ASCE.*

### **Master's Degree**

Whether or not the Master's Degree in Civil Engineering should be awarded to people without an undergraduate degree in engineering is still being debated. This issue has been discussed for several years at regional meetings and at DHC meetings. Louis Guy's article in the premier issue of the PRISM entitled "Truth in Labeling" was part of the motivation for the session sponsored by the Civil Engineering Division entitled "Should the MSCE be Awarded to Non-Civil Engineers" at the National Conference in 1992 in Toledo.

As background the Division, in cooperation with ASCE, surveyed the attitudes of civil engineering department heads around the country. The results of that survey are summarized in a discussion appearing in a recent issue of the *Journal of Professional Issues in Engineering Education and Practice*. In April of 1994, the ASCE Department Heads Council passed a resolution with respect to the Master's Degree that addressed the issue of the potential for abuse of the engineering title at the Master's level. Resolution 27 indicated that the Mid-Atlantic chairs "do not perceive any abuse in awarding the Master's Degree in engineering." Resolving this issue is a current objective of the DHC. With this end the resolution on definition of the Master's Degree is offered.

The status of this resolution is that it was referred back to the DHC for submission as a position paper to the 1995 ASCE Education Conference to be held in Denver, Colorado, June 1995. A copy of all the position papers is available from Dan McGinley at ASCE and comments on any position paper are welcome and may also be submitted to Dan.

### **History and Heritage Position Paper Recommendations**

Approved by the Department Heads Council

1. The DHC should write a letter to all civil engineering departments encouraging departments to explore and develop appropriate and innovative ways to include the history of civil engineering in their undergraduate programs. As a minimum, a complimentary copy of the ASCE Guide to History and Heritage Programs" should be included with the letter; this includes a bibliography. Additional materials could include a copy of Frank Grigg's paper as an example of the module approach. The cost for this one-time mailing is estimated to be less than \$500.00.

2. The DHC should monitor the response to the position paper on history submitted by Alan Prasuhn for the 1995 Education Conference to see what level of interest there is in teaching history and what the best format would be.

3. If the interest warrants, the DHC could consider jointly seeking funds [with the Committee on History and Heritage] for developing and distributing modules. Since these modules would not be inexpensive, consideration should be given to seeking funding from private foundations.

### **APPENDIX**

1. Business Meeting Minutes
2. Treasurer's Report





**Civil Engineering Division  
Business Meeting  
Minutes  
Monday, June 27, 1994  
1994 Annual ASEE Meeting  
Edmonton, Alberta, Canada**

1. Call to order at 1:00 PM by the Chairman, Robert M. Henry.
2. The new officers of the Division were introduced. They are:

Thomas E. Mulinazzi	Chairman
William E. Kelly	Vice Chairman (Program Chairman)
Thomas A. Lenox	Director
3. The minutes of the 1992 meeting were distributed. There were no changes. The minutes were accepted unanimously.
4. Secretary/Treasurer's Report. The treasurer's report was distributed and the Treasurer noted a line of corrections and explained several expenditures and deposits. The report was discussed, Walt LeFevre and Bill Highter moved and seconded acceptance of the report. The report was accepted unanimously.
5. The Program Chairman, Tom Mulinazzi, discussed details of upcoming events. He offered thanks and congratulations to the four committee chairmen, Tony Collins, Walt LeFevre, Tom Lenox, and James Nau for their efforts in administering the four sessions. He announced the locations and times of the RAP session and the banquet.
6. Colby Ardis announced that the GRE examination will have a Civil component sometime in the future.
7. Newsletter. Bob Henry congratulated Paul Hartman for his volunteer work with the newsletter. He noted that the responsibility for the publication will return to the Secretary-Treasurer. (Note: Later deliberations by the members present changed this. See 10.1 below.)
8. New C.E. Educator Kit. Bill Kelly gave a report on this committee's work. A draft document was circulated and discussed. It was generally agreed that the kit should have a nice cover showing that the CE Division was the publisher to give the section visibility. Three hundred copies were recommended. Distribution was discussed and there was general agreement that copies would be sent to each CE department nationally and that local copying would be encouraged. Estimated cost per copy was ten dollars. Bill Kelly moved and Walt LeFevre seconded a proposal to increase the present budget of \$2000 by another \$2000 to a total of \$4000 to publish and distribute the kit.
9. Chairman Bob Henry reported that all activities related to the 1993 convention had been completed and everything had gone smoothly.

10. New Business:

10.1 The status of the *CE Education Journal* was questioned. This publication was put on hiatus at the 1993 meeting. The Journal, the Newsletter, and the position of CE Division Editor were all discussed. It was suggested that an office to edit the Newsletter be created and that the Secretary/Treasurer continue to publish the document only until a new editor was appointed. Bill Highter made a motion to this effect and Jerry Seeley seconded. The membership voted unanimously in favor. Walt LeFevre proposed and Ed Reitz seconded a motion to drop the Journal and make the Newsletter a duty of the Division Editor. This motion passed unanimously. Later in the week, Alan Prasuhn volunteered to edit the Newsletter and was appointed the CE Division Editor by the new Chair, Tom Mulinazzi.

10.2 Rap session topics were discussed.

11. The meeting was adjourned by the Chair at 1:59 PM.

Submitted by Howard C. Dunn, Jr., Secretary/Treasurer, Civil Engineering Division, ASEE.



**Treasurer's Report**  
**Civil Engineering Division, ASEE**  
**Fiscal Year 1994**

**I. Operating Budget Account**

Fiscal Year	Budget Amount	Expenditures	Balance
1993	\$750.00	\$689.21	\$60.79
1994	\$787.50	\$563.19	\$224.31

Allowable expenditures from this account are limited. Awards, travel, and personnel expenses are specifically prohibited.

Balances at the end of the fiscal year are returned to ASEE national headquarters.

**II. Banking and Accounting Service System (BASS) Account**

Fiscal Year	Income	Expenditures	Balance
1993	\$2820.61	\$898.02	\$12,870.54
1994	\$1883.68	\$502.35	\$14,251.87

Fred Beaufait's travel was originally paid from the Operating Budget Account. According to ASEE policy, travel cannot be funded from the operating budget. I was notified by headquarters that this expenditure would be charged to the BASS account (see 10/13/92). It never was and, following discussions with headquarters personnel, I credited that amount back to the account on 12/31/93.

In accordance with the decision of the membership last year, a check was written to Jumer's Castle in August 94 to pay for the social hour held prior to last year's banquet. When contacted, CH2M-Hill graciously reimbursed the full amount. That entry is dated 2/15/94.

Estimated additional income from dues and interest for the third and fourth quarters is approximately \$1500.00. Expenditures are estimated at \$500.00 leaving a balance at the end of FY 94 of just over \$15,000.00.

Copies of ledgers for both accounts are on the back of this sheet. Transactions since the Champaign-Urbana meeting are in bold type. Expenditures are current up to 26 June 1994. Deposits are current up to the end of the second quarter (31 March 1994).

Report submitted by Howard C. Dunn, Jr., Secretary/Treasurer, Civil Engineering Division, ASEE.

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